

Pupil Premium Strategy Statement – Great Alne Primary School 2021- 2

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2 2022-3 2023-4
Date this statement was published	March 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs K Rossiter
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10760
Recovery premium funding allocation this academic year	£1000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£11760

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data.
- That disadvantaged pupils make at least nationally good rates of progress.
- That by access to the full curriculum disadvantaged children can develop a love of learning, and aspirations for the future.

The key principles of our strategy plan and the way in which we aim to achieve our objectives are:

- To deliver high quality inclusive teaching and learning to all pupils including disadvantaged pupils.
- Ensure high expectations of all pupils in school including disadvantaged pupils
- Embed the use of assessment systems and data tracking to accurately measure the progress of all pupils.
- Embed interventions and where they are ineffective adjust our approach
- To develop consistent pedagogical approaches to teaching key skills across phonics, reading, writing and maths to enable pupils to build on prior learning
- Prioritise spending towards improving attainment in English and Maths. This may be through quality teaching and learning or interventions or a combination.
- Ensure that disadvantaged pupils can access a broad and balanced curriculum.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Overcome the barriers associated with Special Educational Needs and Disabilities (SEND) which impact on the ability of pupils to access the learning, and reach age related expectations or make at least good progress in reading, writing and maths.
2.	To narrow the attainment gap across reading, writing and maths between all pupils through high quality teaching and assessment.

3.	Overcome social, emotional and mental health issues which may impact pupils' ability to develop resilience and positive learning behaviours
4.	Inconsistent parental support at home
5.	Lack of participation in full curriculum for financial reasons (inability to fund school trips, music lessons, before and after school care etc)
6.	The sporadic attendance of a small number of vulnerable children is a barrier to their learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved maths attainment for disadvantaged pupils.	KS1 and KS2 maths outcomes to show that more disadvantaged pupils met the expected standard.
Reading attainment gap between pupils is closed.	Pupils will achieve age related expected standards in KS1 and KS2 reading. Attainment is monitored and reported on termly and used to plan for interventions.
Improved progress in reading writing and maths for all pupils including disadvantaged pupils.	School internal data shows narrowing of gaps between LA and National expectations.
Full engagement with the school's broad and balanced curriculum.	Funding will be used to support PP children to participate in school trips and peripatetic music lessons at reduced cost to families.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2022/23 for all pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All staff will receive training in supporting pupils with SEND.</i></p> <p><i>This will be led by SEND Supported.</i></p> <p><i>All SEND pupils will have an IEP and targeted interventions.</i></p> <p><i>Send Supported CPD costs £500</i></p>	<p>EEF guide to Pupil Premium – teaching is the top priority.</p>	<p>1,2,3</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</i></p> <p><i>£500 supply costs</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2,3</p>
<p>Purchase of online materials for Read Write Inc to support with the teaching of synthetic phonics in Reception, year 1 and 2 and improve quality of teaching approaches to reading.</p> <p>Cost £200</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <p>EYFS and Key stage 1 staff to access training in synthetic phonics. .</p>	<p>1,2, 3</p>

Purchase of Rising Star assessments in maths, GAPS and Reading to inform teacher judgements. £250	EEF Reference to https://d2tic4wvo1iusb.cloudfront.net/documents/guid-ance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Embedding high quality teaching and assessment through access to a curriculum which responds to the needs of pupils	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8600

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA employed 10 hours a week Cost £8600	Small group work with focus on SEMH and SEND SEND	1, 2, 3,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils to access full and broad curriculum School residential subsidy £500 Provision of music lessons for children in Key Stage 2 Cost £1000	EEF – Arts participation +3 months progress EEF – Physical Activity +1 months progress	1,2, 3,4,5
Embedding principles of good practice set	Review of Attendance policy	1,2 3,6

<p>out in the DfE's Improving School Attendance advice. This will involve SLT time to embed policy and good practice across the school/liaison with parents.</p> <p>Cost £0</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p> <p>Total: £100</p>	<p>There is a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5,6

Total budgeted cost: £11 600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. This is the internal school data.

Key Stage	Reading	Writing	Maths
EYFS			
Key Stage 1			
Key Stage 2			

During the spring term 2022 the school was hit by staff and pupil absence. Children were adversely affected by the return to remote learning as they were forced to self isolate.

The School used the expertise of Send Supported staff and visiting educational psychologists to support the assessment of pupils with SEND. This resulted in the development of procedures and routines to support these pupils and maximise their progress and attainment.

To support well-being, school used the Coram Scarf PSHE programme to encourage pupils to talk and understand their reactions to the situations they found themselves in. Where additional support was required mentors and external councillors were deployed to support individuals and small groups of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Further information (optional)

The Friends of School funds were used to support additional wider curricular opportunities throughout the year.

A coach to enable the school choir to attend SING at the NEC Birmingham and the Year 6 residential to PGL.

A visiting theatre company provided the whole school with a performance of a Christmas pantomime In December 2021.

A falconer visited school in the spring term as part of Science week.

EYFS and Key Stage One enjoyed making Story Boxes and key stage Two enjoyed a workshop about Macbeth.

In addition, year 6 won a song writing competition organised by Severn Trent and the prize was a visit to a recording studio to record the song and a visit by Perry the Commonwealth Games Mascot to our sports day.